





BIG CONCEPT: "SUSTAINABILITY"			CONTEXT: ECOLOGY / COMMUNITY		
KEY UNDERSTANDINGS: cycles of care of worms/nursery/gardens/vegetable gardens/KANI/school environment/cycle of learning - lifelong learners Reasons for....what, where, how, who, why Long term outcomes/benefits There has to be an end product and what happens to the end product? Can we generate an income? What kinds of plants are the best for the market and sustainability? Seasonal cycles of planting Community ecological advantages Cultural aspects - shells? Future environmental considerations - land use. Viewing of school plans for background info.					
DRIVING QUESTION: How are we going to set up a system of care for our school/community environment that ensures it remains effective, valued and healthy for the future?					
KEY COMPETENCIES: <b>Thinking:</b> Be more intellectually curious/take more risks with my learning/ actively seek new knowledge/use critical, creative, metacognitive thinking strategies/make decisions/reflect on own thinking/ask questions/challenge perceptions and assumptions		Relating to Others: Interact with a diverse group of people/interact in a variety of context/be an active listener/ recognize different viewpoints/ negotiate and share ideas/be more open to new learning/co-operate in team situations	Participating and Contributing: Be aware of local, national, global communities/understand the purpose of these communities/respond appropriately in a group situation/ make connections with others/take on a range of roles/display an awareness of local/national/global issues/be actively involved in community issues/ understand the importance of balancing rights, roles and responsibilities/make decisions/ contribute to social, physical and economic environments	Managing Self Establish personal goals/plan my work/set high standards/act appropriately in a range of settings/become aware of my actions and words on others/set high self expectations/develop a range of strategies to become a successful learner/make well informed choice	Using Language, Symbols & Text: Interpret and use word, number, images, movement, metaphor and technologies in a range of context/understand how people respond to communication/use ICT confidently
ACHIEVEMENT OBJECTIVES: Level 2/3/4 <u>Science:</u> Participating and Contributing Explore various aspects of an issue and make decisions about possible actions		Social Sciences: Understand how people make decisions about access to and use of resources Understand how formal and informal groups make decisions that impact on communities		English: Creates a range of texts by integrating sources of information and processing strategies with developing/increasing confidence Focus on: Transactional Writing	Technology: Technological Practice: Investigate a context to develop ideas for potential outcomes. Trial and evaluate these against key attributes to select and develop an outcome to address a need or opportunity. Evaluate this outcome against the key attributes and how it addresses a need or opportunity.
Brainstorm Ideas: wormeries / developing a garden/ nursery Seasonal plants		Visits to / invite nursery persons to talk about propagating/		Questioning techniques for interviews Viewing media Research - books/internet/experts/ YouTube demos Discussion/debate Permission to build/create gardens etc	Make prototypes and testing Propagating plants YouTube demos Set up a vegetable garden
Reflections/Assessment: SOLO Rubric - Participating and Contributing					

## LEARNING ACTIVITIES AND EXPERIENCES

<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   <b>Unistructural</b>    <b>Multistructural</b> </div> <div style="text-align: center;">   <b>Relational</b> </div> <div style="text-align: center;">   <b>Extended Abstract</b> </div> </div>		
<p><b><u>Bringing in ideas:</u></b>  <i>(Identify/Label/List/Define/Describe/Retell/Recall/Recite)</i></p> <ul style="list-style-type: none"> <li>Define the terms ecology and sustainability</li> <li>Identify resource personnel/experts/locations</li> <li>Examine present systems</li> <li>Identify seasonal plants and their needs</li> <li>Identify people and places to access information of growing a sustainable garden</li> </ul>	<p><b><u>Linking ideas:</u></b> <i>(Sequence/Classify/Compare Contrast/Cause Effect/Analysis Part whole/Explain/Analogy/Question)</i></p> <ul style="list-style-type: none"> <li>Compare present and past systems for effectiveness/what to keep and what to modify/what to throw away</li> <li>Apply feedback from people and places to planning</li> <li>Experiment with .... Eg worm farm prototypes...</li> </ul>	<p><b><u>Putting linked ideas in another context:</u></b>  <i>(Predict/Hypothesise/Generalise/Imagine/Reflect/Evaluate/Create)</i></p> <ul style="list-style-type: none"> <li>Where to next for our school systems?</li> <li>Modify and then create a sustainable school plan that incorporates worm farm, nursery, gardens ...</li> </ul>
<p><b>Thinking interventions that target bringing in ideas:</b></p> <ul style="list-style-type: none"> <li>Brainstorm terms</li> <li>Survey community to find experts etc</li> <li>TChart for present and past systems</li> </ul>	<p><b>Thinking interventions that target linking ideas:</b></p> <ul style="list-style-type: none"> <li>Venn Diagram or Double Bubble to compare present and past systems</li> </ul>	<p><b>Thinking interventions that target putting linked ideas in another context:</b></p> <ul style="list-style-type: none"> <li>Evaluating the effectiveness of past and present systems.</li> <li>Modify and rewrite the current systems to make them sustainable</li> </ul>
<p><b>ICT to enhance conditions for bringing in ideas:</b></p> <ul style="list-style-type: none"> <li>Fax/Letters/Email/Phone - surveys</li> <li>Kidspiration</li> <li>Excel for charting/graphing findings of surveys</li> </ul>	<p><b>ICT to enhance conditions for linking ideas:</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>ICT to enhance conditions for putting linked ideas in another context:</b></p> <ul style="list-style-type: none"> <li>Sketch a plan of the proposed new school environment</li> </ul>